

FALL 2010

Test Coordinator's Manual

AIMS HS

Test Coordinator's Name

ARIZONA'S

Instrument to Measure Standards

AZ00000904

PEARSON



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The Arizona Department of Education gratefully acknowledges the work of thousands of Arizona teachers involved in the development of the AIMS tests. Their dedication to creating a fair and reasonable test for the students of Arizona is greatly appreciated.

Introduction

Arizona's Instrument to Measure Standards (AIMS), administered by the Arizona Department of Education (ADE), measures what students know and are able to do in the content areas of writing, reading, mathematics, and science as presented in the *Arizona Academic Content Standards*. Students will receive score reports with specific information detailing their progress toward meeting the standards. Schools will receive score reports with information on students' progress that can be used to strengthen curriculum and instructional strategies.

The fall administration of AIMS High School (AIMS HS) is provided as an additional opportunity for those students in at least their 3rd year of high school to test in the content areas of writing, reading, and mathematics. For Fall 2010, these three content areas will be available to students in Cohorts 2012, 2011, or below (generally eleventh and twelfth graders). Passing all three content areas is a graduation requirement for most students.

Each District or Charter Operator must designate a Test Coordinator to oversee testing for all schools within the district or for all schools under the same charter. This individual is referred to as the District Test Coordinator. The *AIMS HS Test Coordinator's Manual* is written specifically for District Test Coordinators.

This *AIMS HS Test Coordinator's Manual* provides the instructions for the proper handling of test materials before, during, and after test administration. To ensure the correct administration of AIMS HS, District Test Coordinators must also refer to and use the *AIMS HS Test Administration Directions*.

There are accommodations available to students. To ensure the correct administration of all AIMS tests, District Test Coordinators must also refer to and use the ADE document *Testing Accommodations: Guidelines for 2010–2011*.

All of the manuals listed above are available on the ADE Test Coordinator Web page: www.azed.gov/standards/AIMS/Administering.

Responsibilities of the District Test Coordinator

The District Test Coordinator is responsible for the correct administration of testing throughout the district or charter. This includes organizing and implementing the activities necessary to conduct testing in the schools. To facilitate these activities, some responsibilities may be delegated to School Test Coordinators. However, the District Test Coordinator assumes ultimate responsibility.

Responsibilities of the District Test Coordinator include:

Before Testing

- ☐ developing lists of students testing
- ☐ ordering test materials
- ☐ attending a pre-test workshop;
- ☐ obtaining signed copies of the Test Security Agreement;
- ☐ submitting to ADE a copy of the Test Security Agreement signed by the District Superintendent or Charter Representative;
- ☐ scheduling testing activities within the district or charter schools;
- ☐ communicating the schedule to Test Administrators;
- ☐ training Test Administrators and Proctors on test administration procedures, including the use of the Pre-ID labels and completion of the student demographic data grid and accommodations data boxes;
- ☐ working with Test Administrators to select appropriate classrooms or other sites within the school where testing will take place;
- ☐ arranging for a supply of commercially published paper dictionaries and commercially published paper thesauri to be available in testing rooms during the administration of the AIMS Writing test **only**;
- ☐ implementing and maintaining security procedures within the district/charter and school(s);
- ☐ communicating security procedures and responsibilities to Test Administrators;
- ☐ receiving materials from Pearson;
- ☐ inventorying test materials and Test Coordinator's Kits upon arrival and, if needed, ordering additional materials; and
- ☐ following up on questions from Test Administrators by contacting either Pearson or the ADE.

During Testing

- ☐ monitoring assessment activities;
- ☐ checking out test books and answer documents to Test Administrators at the beginning of each day of the test administration;
- ☐ checking in test books and answer documents from Test Administrators at the end of each day's test administration; and
- ☐ maintaining an accurate inventory of all test materials throughout the test administration window.

After Testing

- ☐ checking that responses have been transferred to standard answer documents for students who used the large print or Braille test versions or who used assistive technology as an accommodation, and that student responses from contaminated test materials have been transferred to clean answer documents;
- ☐ completing the Header Sheets;
- ☐ completing the School Header Lists;
- ☐ completing the Materials Inventory Sheets;
- ☐ reporting any testing incidents to the ADE State Test Coordinator;
- ☐ boxing materials for return shipping as instructed in this manual; and
- ☐ ensuring all scorable and nonscorable test materials are prepared for return by the scheduled retrieval date.

Procedures for Test Administration

AIMS HS must be administered exactly as directed in the *AIMS HS Test Administration Directions*. District Test Coordinators must review both the *AIMS HS Test Administration Directions* and the *AIMS HS Test Coordinator's Manual* well in advance of administering the test and in advance of training School Test Coordinators and Test Administrators. What follows is a brief summary of some of the information included in the *AIMS HS Test Administration Directions*.

Students to Be Tested

Only students in Cohorts 2012, 2011, or below are permitted to participate in the Fall 2010 administration of AIMS HS Writing, Reading, and Mathematics Tests. However, not all students in these cohorts are required to participate in the Fall 2010 AIMS HS administration. Refer to the *AIMS HS Test Administration Directions* for more detailed explanations about which students are to be tested on the AIMS HS tests.

Prior to testing, the District Test Coordinator, or designee(s), must create lists of students testing on each content area of AIMS HS. These lists must be shared with the appropriate Test Administrators and School Test Coordinator.

Test Administration Schedules

AIMS HS must be administered on the exact dates shown below. It is the District Test Coordinator's responsibility to communicate this schedule to the appropriate school and district personnel, including Test Administrators, and to students and parents/guardians.

AIMS HS Test Administration Dates	Session(s)—Time
Writing Test—October 26, 2010	1 session—2–2½ hours
Reading Test—October 27, 2010	1 session—2 hours
Mathematics Test—October 28, 2010	2 sessions—90 min. ea.

Detailed information about the AIMS HS testing schedule, the timing of the testing sessions, and breaks between the testing sessions is included in the *AIMS HS Test Administration Directions*.

Make-up testing is not allowed during the Fall 2010 administration of AIMS HS Writing, Reading, and Mathematics. Students and their parents/guardians should be notified of testing dates in advance. Students who are absent or otherwise miss the scheduled test administration are not permitted to make up the missed content area. Districts need to alert students and parents/guardians that if students are absent or otherwise miss a scheduled test, then the next opportunity to test on the missed content area will be in the spring of 2011. Districts should document student or parent/guardian refusal to test.

Administering AIMS HS tests on dates other than those shown above without the written permission of the Assessment Section of the ADE is a serious testing violation. Schools not in session on October 26, October 27, or October 28, 2010, must request permission from the Assessment Section of the ADE to administer AIMS HS tests on alternate dates.

Required Test Materials

District Test Coordinators are responsible for seeing that each testing room, each Test Administrator, and each Proctor has the appropriate test materials to administer the AIMS HS tests correctly. Most of the required test materials are provided by the State and shipped to the District Test Coordinator by the test vendor, Pearson. Some of the required test materials must be provided by the schools.

The State will provide to District Test Coordinators the following test materials:

- ☐ AIMS HS test books
- ☐ AIMS HS answer documents
- ☐ *AIMS HS Test Administration Directions*
- ☐ *AIMS HS Test Coordinator's Manual*
- ☐ materials necessary to package the scorable and nonscorable test materials for return to Pearson

See "Receiving Test Materials" on page 9 for more detailed information about these state provided materials and how they will be packaged when shipped to districts. See "Assembling Scorable Test Materials" beginning on page 14 and "Assembling Nonscorable Test Materials" beginning on page 24 for detailed information on the procedures for packaging test materials for return.

The schools must provide the following test materials:

- ☐ *Testing Accommodations: Guidelines for 2010–2011*
- ☐ a supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers
- ☐ a pencil sharpener or an additional supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers
- ☐ a "Testing—Do Not Disturb" sign
- ☐ commercially published paper dictionaries and commercially published paper thesauri for use on the AIMS Writing Test **only**

Test Security

All districts and charters that will be administering the Fall 2010 AIMS HS Tests must have a Superintendent/Charter Representative Security Agreement signed and on file with the ADE. **One copy of the Fall 2010 Superintendent/Charter Representative Test Security Agreement must be signed and faxed to ADE at 602.542.5467 no later than September 30, 2010.**

All school/district/charter personnel who will have access to the AIMS test materials must sign a Test Security Agreement. This includes, but is not limited to, warehouse personnel, Proctors, Test Administrators, Test Coordinators, and School/District/Charter Administrators. **A new Test Security Agreement must be completed by all appropriate personnel for every season of testing.** These signed Test Security Agreements are to be maintained as directed on the Fall 2010 Superintendent/Charter Representative Test Security Agreement.

Copies of the Test Security Agreements were provided at the Pre-Test Workshop and can also be found on the ADE Test Coordinator Web page.

District Test Coordinators are responsible for establishing and enforcing test security procedures that comply with the Test Security Agreement, State Board of Education Rule regarding test security (see pages 28–29), and Test Security guidance provided at the Pre-Test Workshop and included in the *AIMS HS Test Administration Directions*.

Any breach of test security, loss of materials, failure to account for materials, or any other deviation from acceptable security procedures shall be reported immediately to the State Test Coordinator. The discipline of staff members who violate test security is the responsibility of the district or charter. Disciplinary action may include, but is not limited to, a letter of reprimand, suspension with pay, suspension without pay, dismissal, or report of violation to the Investigations Unit of the State Board of Education.

Student Identification Information

District Test Coordinators are responsible for training School Test Coordinators and Test Administrators in the correct use of all student information fields on the test materials. Student identification information includes the following:

- ☐ the student identification fields on the front of the test books and answer documents;
- ☐ the Pre-ID labels on the front of the AIMS answer documents;
- ☐ the demographic data grid on the back of the AIMS answer documents;
- ☐ the accommodations fields on the back of the AIMS answer documents.

The greatest amount of student identification information is included in the Pre-ID labels and the student demographic data grid. Detailed information on the correct use of both is included in the Pre-Test Workshop materials and the *AIMS HS Test Administration Directions*.

The script that is included in the *AIMS HS Test Administration Directions* manual will direct students to complete the student identification fields on the front of the test books and answer documents. Test Administrators should confirm that these fields are completed before dismissing students from the testing session.

All Test Administrators should be familiar with the ADE-produced document, *Testing Accommodations: Guidelines for 2010–2011*. Students with disabilities and English language learners are eligible to receive certain standard accommodations. The accommodations information fields on the back of the answer documents must be completed for any student who received a standard accommodation.

Instructions for completing the testing accommodation information are included in the *AIMS HS Test Administration Directions* manual.

Arrangements Prior to Test Administration

AIMS HS tests are to be administered at Arizona schools. Schools administering AIMS HS tests at locations other than school property, such as a public library, hotel meeting room, or conference center, must provide addresses for all such off-site test locations to the Assessment Section of the ADE. AIMS HS tests may be administered in a home or hospital setting for a single student without notifying the ADE. AIMS HS tests cannot be administered outside of the state of Arizona.

The District Test Coordinator is responsible for determining the suitability of each testing room. Each testing room must provide a comfortable and distraction-free environment. Seating should be arranged so that students are not tempted to look at the answers of others. Poster-size versions of AIMS HS Mathematics Reference Sheet and the AIMS Six Trait Analytic Writing Rubric Official Scoring Guide, as downloaded from the ADE Web site, may remain posted during AIMS testing. **All other visual aids displayed in the testing room that could assist students while testing must be removed or covered completely.**

The District Test Coordinator is responsible for assigning Test Administrators and, if needed, Proctors for each testing room. Test Administrators and Proctors **must** be employees of the school and must be trained in the correct test administration and test security procedures.

*Test Administrators and Proctors **must** be employees of the school and must be trained in the correct test administration and test security procedures.*

The training of Test Administrators and Proctors must include a thorough review of test security procedures, test administration procedures including the correct use of testing accommodations, procedures for the use of Pre-ID labels, procedures for the bubbling of student demographic data and standard accommodations, and procedures for handling unexpected or unusual situations. The Test Security Agreement should be reviewed during the training of Test Administrator and Proctors. All Test Administrators and Proctors must sign a Test Security Agreement.

All test administrators and proctors should be given copies of the *AIMS HS Test Administration Directions* at least one day prior to the administration of any AIMS HS test. Test Administrators and Proctors for AIMS HS testing are expected to read all of the *AIMS HS Test Administration Directions*. *AIMS HS Test Administration Directions* are not secure test materials and may be kept in classrooms or other non-secure location.

Procedures for Handling Test Materials

Before Testing

Receiving Test Materials

Test materials for all schools within the district or charter will be shipped to the District Test Coordinator. The District Test Coordinator is responsible for inventorying the materials and distributing the appropriate materials to schools.

Test materials for Fall testing (AIMS HS Writing, Reading, and Mathematics) will arrive during the delivery window of either October 4–7, 2010, or October 12–14, 2010, depending on which window was selected during online ordering in August/September.

Materials will be shipped in dual-purpose boxes designed to be easily used for both receiving and shipping materials. White boxes will be used for Test Coordinator's Kits. Materials packaged in the Test Coordinator's Kit include: *AIMS HS Test Coordinator's Manual*, Pre-ID labels, Pre-ID Roster, header sheets, paper bands, School Header Lists, Materials Inventory Sheets, and color coded return shipping labels. Brown boxes will be used for test books, answer documents, and *AIMS HS Test Administration Directions*. Save both the white and brown boxes for use in returning materials to Pearson.

When the test materials are delivered, verify that all boxes in the shipment were received and that they are addressed to your district before signing for the delivery. Each box of the shipment is hand-numbered. The numbers are on the top of each box in the lower left corner. The first and last box will be numbered "1 of x" and "x of x." The boxes in between the box range will have only the number marked specifically for each box. For example, in a shipment of 20 boxes, the first box is numbered "1 of 20" and the last box is numbered "20 of 20." The boxes within the same range are numbered without a reference to the range. The boxes will be numbered in order so that the district boxes are first, then the schools' boxes follow with the schools in alphabetical order. The Test Coordinator's Kits, the white boxes, will always be at the beginning of the district's set of boxes and at the beginning of each school's set of boxes. See Figure 1: Box Shipment Diagram on page 10.

An outbound label will also be on the top of the box. This label will include the District Test Coordinator's name, district name and entity number, district shipping address, and indicate if it is a district box or a school box. Please see Figure 2 on page 10 for a sample of an outbound label.

Tumbleweed Unified District

Prickly Pear High School

Saguaro Cactus High School

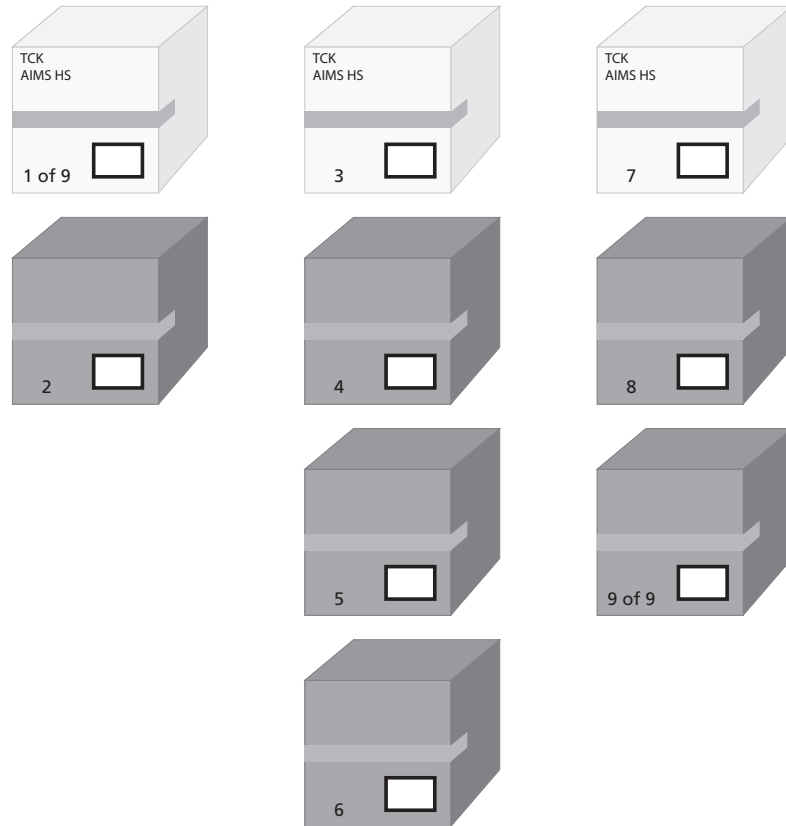


Figure 1: Box Shipment Diagram

PEARSON 905 WEST HOWARD LANE AUSTIN, TX 78753	1535 W JEFFERSON STREET
	PHONE: 301-759-2021
MS. IRENE HUNTING TUMBLEWEED UNIFIED DISTRICT 1535 W JEFFERSON STREET PHOENIX, AZ 85007	121212
PRICKLY PEAR HIGH SCHOOL	123123
ZIP 85007	
	788410 121212

Figure 2: Outbound Shipping Label

Inventorying Test Materials

On the same day that materials are delivered, District Test Coordinators should inventory their shipment of materials using the following checklist.

- ☐ 1) Find and open Box 1, a white box. Within Box 1, find the Pallet Detail sheet, the District Packing List, and all of the School Packing Lists. The School Packing Lists included in Box 1 are duplicate packing lists for the District Test Coordinator. Do not send these packing lists to the schools. See Figures 3–5 on page 12 for samples of these forms.
- ☐ 2) Compare the box range and the number of boxes shown on the Pallet Detail sheet with the actual boxes received for the district and for each school. If the total number of boxes indicated on the Pallet Detail sheet has not been received by the end of the delivery window, contact the AIMS Help Customer Service Line at Pearson by phone at 888.705.9421 or by email at AIMSHelp@support.pearson.com.
- ☐ 3) Open all of the district boxes. Verify the materials received against the District Packing List. Note any discrepancies on the packing list. The test books and answer documents included in the district shipment is an overage amount of the district-wide enrollment counts entered online. Do not distribute these materials to schools unless needed.
- ☐ 4) The boxes of school test materials may be inventoried before delivering to schools or after delivering to schools. The school's copy of the School Packing List is the school's first box, the box stamped "Packing List Enclosed." For each school, verify the materials received against the School Packing List. Note any discrepancies on the packing list.
- ☐ 5) Compare the actual quantities of test books and answer documents received by each school with the quantities needed. If the school needs more test books or answer documents, distribute district overage materials as needed.
- ☐ 6) Verify that each school has enough scoring materials (paper bands, preslugged header sheets, precoded School Header Lists, and color-coded return labels) in its Test Coordinator Kit(s). If the school needs more paper bands, header sheets, School Header Lists, or color-coded return labels, distribute materials from the district Test Coordinator Kit(s) as needed. If the school received Pre-ID labels, the labels will be packaged in the school Test Coordinator Kit(s).

During Testing

Precautions

- Do not use any test books or answer documents other than those that correspond to the Fall 2010 administration of AIMS HS Writing, Reading, and Mathematics. Documents from other testing programs or from previous AIMS test administrations will not be scored.
- Do not photocopy the test books or the answer documents.
- Do not disassemble or pull pages from the answer documents.
- Do not allow students to make any marks near the timing marks on the edges of scorable test materials.
- Do not use “sticky” notes, paperclips, tape, staples, or glue on the answer documents.
- Do not insert loose papers into the answer documents.
- Do not tape or glue additional paper into the answer documents.
- Do not allow students to use extra paper to write their responses for the writing test. Only responses that are **handwritten** in pencil on the pages designated “Final Copy” will be scored.
- Do not allow students to use correction fluid on the answer documents. If an error is made in filling in a bubble or in the final response to the writing prompt, the student should erase the error completely and make the correction using a No. 2 pencil.
- Do not allow students to use colored pencils, pens, markers, or highlighters on the answer documents.
- Do not return test materials that have been contaminated with blood, vomit, or other bodily fluids to Pearson. Provide directions to your Test Administrators for the proper handling of contaminated test materials.

After Testing

Inspecting and Organizing Test Materials

After testing, Test Administrators should inspect the test books and answer documents as directed in the *AIMS HS Test Administration Directions*. Answer documents and test books must be stacked separately with front covers facing up.

Assembling Scorable Test Materials

The District Test Coordinator is responsible for determining which of the following steps will be completed by Test Administrators or by the School Test Coordinator. The District Test Coordinator is responsible for providing directions and training accordingly.

- ☐ First, verify that student responses have been transferred to a standard regular-sized answer document for the following special circumstances.

Student responses on test materials that have been contaminated with blood, vomit, or other bodily fluids must be transferred to clean answer documents. Test materials that have been contaminated with blood, vomit, or other bodily fluids are not to be returned to Pearson. After transferring student responses, destroy any contaminated test books and answer documents securely and appropriately by following requirements for disposing of hazardous materials. Note the destroyed test materials on the School Materials Inventory Sheet with an indication that the books were contaminated and destroyed. **If contaminated materials are returned to Pearson, they will not be scored and will be securely destroyed.**

For students who used a large print or Braille version of the test or who used assistive technology as an accommodation, transfer their responses to standard regular-sized answer documents. For more information on this process, please refer to the *AIMS HS Test Administration Directions*.

- ☐ Next, organize the answer documents.

Separate the answer documents by content area: writing, reading, and mathematics. Within each content area, sort by cohort. Within each cohort, group by teacher if desired.
- ☐ For each group of AIMS HS scorables, select a preslugged header sheet with the correct school. Complete **both sides** of the header sheet as directed in the section “Completing Header Sheets for AIMS Scorables” on pages 18–20.

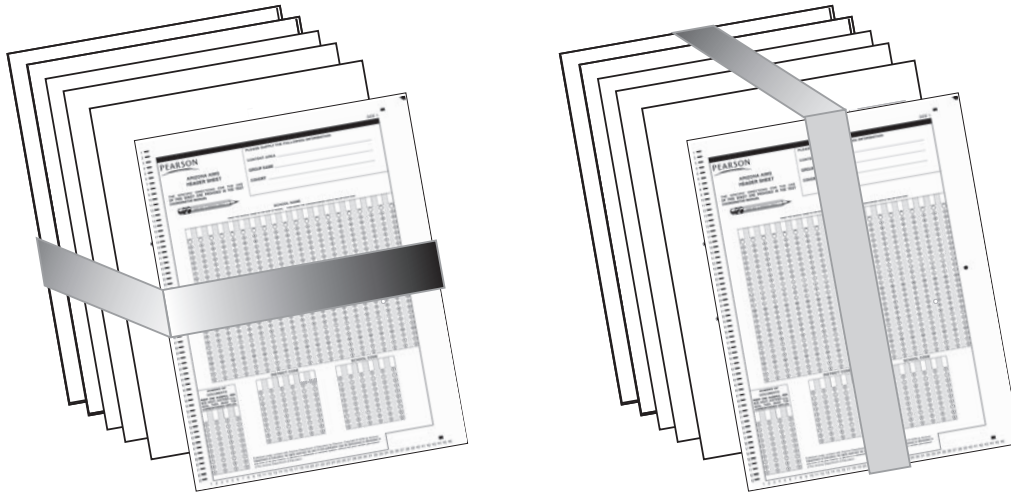


Figure 6: Organizing Scorable Documents

- ☐ Place the completed header sheet with SIDE 1 facing up on top of the stack of answer documents for the group. Bind the stack of answer documents with one paper band. Paper bands received in the test coordinator kit may have preprinted text. It is not necessary to complete the information on the paper bands. Wrap one band around the stack horizontally or vertically. Be sure the band holds the documents securely.

A large group may be divided into two or more stacks so that each stack can be wrapped securely. Each stack should be no thicker than what the band can securely wrap around and be sealed. Make as many stacks as needed. One header sheet is needed per stack. For a large group with multiple stacks and multiple headers sheets, make certain that the group name on each header sheet is identical. Bind the stacks with paper bands as directed above.

A small group must still have its own header sheet. Do not combine multiple groups, regardless of how small, under the same header sheet. Do not bind multiple groups together.

- ☐ For each content area within a school, complete a School Header List as directed in the section “Completing School Header Lists” on pages 21–23 of this manual. School Test Coordinators should keep photocopies of all completed School Header Lists.
- ☐ Calculate the total number of used answer documents and note it on the School Materials Inventory Sheet. Retain the School Materials Inventory Sheet for use during the nonscorable materials inventory.

☐ Box scorables.

For each content area (writing, reading, and mathematics), place bundled answer documents in the return shipping boxes in the reverse order they are listed on the School Header List(s) so that the groups will be removed from the boxes at the scoring center in the same order as listed on the School Header List(s). The School Header List(s) should be placed at the top of the first box.

☐ Fill any empty spaces in the scorable boxes with crumpled paper or plastic bubbles. Do not use shredded paper or foam "peanuts." Seal the boxes.

☐ Affix a precoded **blue** scorable return label on the top of each box of scorable test materials. See a sample of the blue label in Figure 7.

Be certain the label is coded with the correct school and district. **Do not mix scorable and nonscorable materials in the same box. Do not box scorable material for multiple schools together.**

P-0001 S-00009

TUMBLEWEED UNIFIED DISTRICT 999999

1535 W JEFFERSON STREET
PHOENIX, AZ 85007 DIST: BOX ____ OF ____

PRICKLY PEAR HIGH SCHOOL 123123

SCH: BOX ____ OF ____

AIMS HS SCORABLE FALL 2010

PEARSON
905 WEST HOWARD LANE
AUSTIN, TX 78753

SCORABLE MATERIALS

958-131-001 0005380313 ANS

*Figure 7: Blue Return Label for Scorable
AIMS HS Answer Documents*

☐ Number the scorable boxes.

For each school within the district or charter, mark each school box of scorable materials accordingly as "Box 1 of X," "Box 2 of X," etc. in the "Sch: Box____of____" section of the blue scorable return label.

Mark the "Dist: Box____of____" section of the blue scorable return labels in one continuous numbering sequence for the entire set of district or charter scorable boxes without restarting the numbering at each school. See Figure 8 for an example of how to number the scorable boxes.

Prickly Pear High School



AIMS HS
(blue return label)
School Box 1 of 2
District Box 1 of 3

Saguaro Cactus High School



AIMS HS
(blue return label)
School Box 1 of 1
District Box 3 of 3



AIMS HS
(blue return label)
School Box 2 of 2
District Box 2 of 3

Figure 8: Numbering Scorable Boxes for Retrieval

Completing Header Sheets for AIMS HS Scorables

Figure 9: Sample Header Sheet

The Header Sheet provides data that appears on the score reports. A Header Sheet **must** be completed for each group's documents. Each group of completed answer documents may include students from only one cohort and one content area. **Correctly coding the cohort on SIDE 2 is especially important.** The cohort on score reports is determined by the cohort on the Header Sheet, not by the cohort on the Pre-ID Label or by the cohort bubble on the student's answer document.

Preslugged and blank Header Sheets have been provided in the Test Coordinator's Kits. Header sheets are scannable documents; **photocopies are not acceptable for the scoring center's use.** If additional Header Sheets are needed, blank Header Sheets may be ordered during the additional orders window.

Some information on the Header Sheets has been preslugged. Please review the preslugged information. **If information on a preslugged Header Sheet is incorrect, do not alter it. Instead, fill out all information on a blank Header Sheet.**

If information on a preslugged Header Sheet is incorrect, do not alter it. Instead, fill out all information on a blank Header Sheet.

SIDE 1

A CONTENT AREA

For preslugged Header Sheets and for blank Header Sheets, this section needs to be completed. Fill in the appropriate content area for AIMS HS (writing, reading, or mathematics).

B GROUP NAME

For preslugged Header Sheets and for blank Header Sheets, this section needs to be completed. Fill in the group name. Each Header Sheet must have a group name. Names such as Juniors, Seniors; or Class A, Class B, and Class C are highly recommended if different teacher names are not used. This must match the group name on **SIDE 2**.

C COHORT

For preslugged Header Sheets and for blank Header Sheets, this section needs to be completed for AIMS HS. Fill in cohort 2012, 2011, or 2010. **This must match the cohort bubbled on SIDE 2.**

D SCHOOL NAME

For preslugged Header Sheets, this area will be pre-filled.

For blank Header Sheets, this section needs to be completed. Print the school name in the row of boxes, and then mark the corresponding circle below each box. Be certain to use the same school name as on a corresponding preslugged Header Sheet.

E NUMBER OF DOCUMENTS

For preslugged Header Sheets and for blank Header Sheets, this section needs to be completed. Fill in the total number of student answer documents returned for scoring and grouped with this Header Sheet. Fill one numeral per box, right justified. For example, 32 answer documents must be filled in as "0032." Mark the corresponding circle below each box.

The number entered in the "Number of Documents" section of the Header Sheet must exactly match the number of answer documents grouped with the Header Sheet.

F DISTRICT CODE

For preslugged Header Sheets, this area will be pre-filled.

For blank Header Sheets, this section needs to be completed. Print the district code in the row of boxes, and then mark the corresponding circle below each box. Be certain to use the same district code as on a corresponding preslugged Header Sheet.

The number entered in the "Number of Documents" section of the Header Sheet must match the number of answer documents grouped with the Header Sheet.

If using a blank Header Sheet, be certain to code all information exactly as it is on the preslugged Header Sheet.

G SCHOOL CODE

For preslugged Header Sheets, this area will be pre-filled.

For blank Header Sheets, this section needs to be completed. Print the school code in the row of boxes, and then mark the corresponding circle below each box. Be certain to use the same school code as on a corresponding preslugged Header Sheet.

SIDE 2 of the
Header Sheet must
be completed.

SIDE 2

H GROUP NAME

For preslugged Header Sheets and for blank Header Sheets, this section needs to be completed. Print the group name in the row of boxes, and then mark the corresponding circle below each box. Each Header Sheet must have a group name. Names such as Juniors, Seniors; or Class A, Class B, and Class C are highly recommended if different teacher names are not used. This must match the group name on **SIDE 1**.

I GRADE

For AIMS HS, leave GRADE blank.

J COHORT

For preslugged Header Sheets and for blank Header Sheets, **this section must be completed for AIMS HS**. Fill in the last two numerals only and then mark corresponding circle below each box. This must match the cohort on **SIDE 1**.

Please review all hand-entered information.

Completing School Header Lists

Fall 2010 AIMS School Header List			
B	Test AIMS HS District Name School Name	C	Content Area Reading A District Code School Code
D	District Contact Person _____		
E	Email Address _____		
F	Phone _____		
Group Name	Cohort (2012, 2011, 2010)	Number of Documents	Comments
G	H	I	J

Figure 10: Sample School Header List

The School Header List contains information used to verify that the school's entire return shipment of scorable materials has been received. District Test Coordinators and School Test Coordinators should keep photocopies of all completed School Header Lists.

For each content area within each school, complete a School Header List. For AIMS HS, separate School Header Lists will be provided for each content area (writing, reading, and mathematics).

A TYPE OF SCHOOL HEADER LIST

Content area will be preprinted in this field.

B DISTRICT NAME and SCHOOL NAME

District name and school name will be preprinted in this field.

C DISTRICT ENTITY NUMBER and SCHOOL ENTITY NUMBER

District entity number and school entity number will be preprinted in this field.

D DISTRICT CONTACT PERSON

Print the name of the District Test Coordinator.

E EMAIL ADDRESS

Print the email address of the District Test Coordinator.

F PHONE

Print the phone number of the District Test Coordinator.

G GROUP NAME

Print the group name exactly as it is on the Header Sheet. If a large group is bundled as multiple stacks, list the group only once on the School Header List.

H COHORT

Print the cohort for each group exactly as it is on the Header Sheet.

I NUMBER OF DOCUMENTS

Fill in the total number of student answer documents returned for scoring for each group. If a large group is bundled as multiple stacks, be sure to total the number of documents from all Header Sheets for the group.

J COMMENTS

Use the comments section to indicate when a large group is bundled as multiple stacks.

Assembling Nonscorable Test Materials

The District Test Coordinator is responsible for determining which of the following steps will be completed by Test Administrators or by the School Test Coordinator. The District Test Coordinator is responsible for providing directions and training accordingly.

- ☐ Organize the nonscorable test materials by document type for each school:
 - used and unused HS Writing Test Books;
 - used and unused HS Reading Test Books;
 - used and unused HS Mathematics Test Books;
 - unused HS Writing Answer Documents;
 - unused HS Reading Answer Documents;
 - unused HS Mathematics Answer Documents;
 - all used and unused AIMS HS large print and AIMS HS Braille test materials;
 - all *AIMS HS Test Administration Directions*;
 - AIMS HS Test Coordinator's Manuals*; and
 - all unused Pre-ID labels.
- ☐ Complete a School Materials Inventory Sheet for each school and complete a District Materials Inventory Sheet. (See Figures 12 and 13.) Count the number of each type of document and note it on the appropriate Materials Inventory Sheet(s). Note any missing test books and provide an explanation.

ARIZONA'S INSTRUMENT TO MEASURE STANDARDS (AIMS)
HIGH SCHOOL WRITING, READING, AND MATHEMATICS
FALL 2010
SCHOOL MATERIALS INVENTORY SHEET

Complete this form for all materials received at your school.
All test books and answer documents that have been received must be returned. Please complete each column for verification of test books returned.

Please X out the columns that are not applicable.

	WRITING TEST BOOKS	READING TEST BOOKS	MATHEMATICS TEST BOOKS
ORIGINAL NUMBER RECEIVED			
* ADDITIONAL COPIES ISSUED			
* DOCUMENTS AND ANSWER DOCUMENTS			
* TOTAL RETURNED			

	WRITING ANSWER DOCUMENTS	READING ANSWER DOCUMENTS	MATHEMATICS ANSWER DOCUMENTS
TOTAL RETURNED FOR DISTRICT			

All TEST MATERIALS USED AND UNUSED MUST BE RETURNED TO PEARSON.

I certify that: No test books were reproduced and all test books and answer documents that have been issued to my school have been accounted for and returned to Pearson.

SCHOOL NAME _____ SCHOOL ENTITY NUMBER _____
SCHOOL AUTHORIZED SIGNATURE _____ DATE _____

COMPLETE A SCHOOL MATERIALS INVENTORY SHEET FOR YOUR SCHOOL AND
RETURN TO DISTRICT TEST COORDINATOR

A20000051

Figure 12: Sample School Materials Inventory Sheet

ARIZONA'S INSTRUMENT TO MEASURE STANDARDS (AIMS)
HIGH SCHOOL WRITING, READING, AND MATHEMATICS
FALL 2010
DISTRICT MATERIALS INVENTORY SHEET

Complete this form for AIMS HS test books received in the district. Place the completed form at the top of the www.pearsoned.com for the entire district.
All test books and answer documents that have been received must be returned. Please complete the count for the number of test books returned.

Please X out the columns that are not applicable.

	WRITING TEST BOOKS	READING TEST BOOKS	MATHEMATICS TEST BOOKS
ORIGINAL NUMBER RECEIVED			
* ADDITIONAL COPIES			
* DOCUMENTS TO SCHOOLS			
* TOTAL RETURNED			

All TEST MATERIALS USED AND UNUSED MUST BE RETURNED TO PEARSON.

I certify that: No test books were reproduced and all test books and answer documents that have been issued to my District have been accounted for and returned to Pearson.

DISTRICT NAME _____ DISTRICT ENTITY NUMBER _____
DISTRICT TEST COORDINATOR _____ DATE _____

COMPLETE A DISTRICT MATERIALS INVENTORY SHEET AND A SCHOOL MATERIALS INVENTORY SHEET FOR EACH
SCHOOL WITHIN YOUR DISTRICT.

A20000051

Figure 13: Sample District Materials Inventory Sheet

- ☐ Box all nonscorables by school. Place the district nonscorables in one of the school boxes. Place all nonscorable materials in boxes separate from those containing the scorable test materials. (See Figure 14.)
- ☐ Place the corresponding School Materials Inventory Sheet at the top of each school's first nonscorable box.

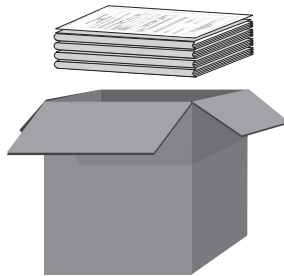


Figure 14: Packing School Nonscorable Test Materials for Return

- ☐ Place the District Materials Inventory Sheet at the top of the box of nonscorable materials that will be marked as the first nonscorable box for the district.
- ☐ Fill any empty spaces in the nonscorable boxes with crumpled paper or plastic air bubbles. Do not use shredded paper or foam "peanuts." Seal the boxes.
- ☐ Affix a precoded **green** nonscorable return label on the top of each box of nonscorable test materials. Be certain the label is coded with the correct school and district.

P-0001 S-00009	
TUMBLEWEED UNIFIED DISTRICT	999999
1535 W JEFFERSON STREET	
PHOENIX, AZ 85007	
DIST: BOX _____ OF _____	
PRICKLY PEAR HIGH SCHOOL	123123
SCH: BOX _____ OF _____	
AIMS NONSCORABLE FALL 2010	
PEARSON	
905 WEST HOWARD LANE	
AUSTIN, TX 78753	
NONSCORABLE MATERIALS	
	
958-131-001 0005380313 ANS	

Figure 15: Green Return Label for Nonscorable AIMS Test Materials

- ☐ Number the nonscorable boxes.

For each school within the district or charter, mark each school box of nonscorable materials accordingly as "Box 1 of X," "Box 2 of X," etc. in the "Sch: Box____of ____" section of the green nonscorable return label.

Mark the "Dist: Box____of ____" section of the green nonscorable return labels in one continuous numbering sequence for the entire set of district or charter nonscorable boxes without restarting the numbering at each school.

Materials Retrieval

CEVA will be your return freight carrier. Refer to the schedule provided at the Pre-Test Workshop to determine the date of the CEVA pickup for your district or charter.

CEVA is unable to schedule pickups at a specific time on the designated pickup date. If a site does not have its materials ready for return when the CEVA driver arrives on the scheduled date, the site will be required to pay for a second pickup. Therefore, make every effort to have materials ready the day before the scheduled pickup date.

All CEVA drivers will arrive with preprinted bills of lading and will identify themselves as CEVA representatives working on behalf of Pearson. The District Test Coordinator or a designated person at each pickup site must enter the box counts on the shipping documents provided by CEVA at the time of pick up and sign them.

Before the driver arrives, check the boxes to ensure the following:

- ☐ A **BLUE** return label has been completed and affixed on the top of each box containing AIMS HS **scorable** materials.
- ☐ A **GREEN** return label has been completed and affixed on the top of each box containing AIMS HS **nonscorable** materials.
- ☐ Verify the total number of boxes for each label color. Have these numbers ready for the driver.

CEVA is unable to schedule pickups at a specific time on the designated pickup date. If a site does not have its materials ready for return when the CEVA driver arrives on the scheduled date, the site will be required to pay for a second pickup.

Appendix

State Board of Education Rule

The following is State Board of Education Rule R7-2-310.B, C, and D concerning test security.

- B. The superintendent or head of district shall be responsible for:
1. Providing school district enrollment data to the Department of Education annually for the purposes of test material distribution.
 2. Verifying the count of test materials received and distributing the test materials to each public school in the district.
 3. Securing the test materials prior to distribution to pupils or persons administering the tests at the time of testing, as well as after the time of testing. Test materials shall be kept in locked storage.
 4. Advising all district employees that the test materials are not to be reproduced in any manner.
 5. Familiarizing each person who will administer the test with the test publisher's directions for administering the test, the timing of the test, and the testing schedule. This is to be accomplished through meetings which shall not be held prior to one week before the first day of testing. At the conclusion of each such meeting, all test materials are to be collected and returned to locked storage.
 6. Distributing actual test materials to persons administering the tests on the day of testing.
 7. Training persons administering the tests on how to properly complete the identification information on the test booklet/answer sheet and how to code the information required on the variables being collected pursuant to A.R.S. 15-741, et seq.
 8. Properly packaging all tests/answer sheets which are to be scored by the scoring contractor. Packaging shall comply with instructions furnished by the scoring contractor or Department of Education.
 9. Forwarding all tests/answer sheets to be scored to the scoring contractor per instructions. Tests/answer sheets for the entire district should be forwarded in one shipment.
 10. Retaining all unused and reusable test materials, reporting them in the school's inventory, and storing them in a safe and secure manner.

Note: No AIMS materials are reusable. All AIMS test materials, including the manuals, MUST be returned to the Pearson Scoring Center after testing is complete.

11. Immediately reporting to the Department of Education any losses of test materials or other irregularities.
 12. The superintendent or head of district may designate a testing coordinator to act on his behalf.
- C. Persons designated by the superintendent or head of district to administer the test shall:
1. Keep all test materials in locked storage.
 2. Not reproduce any test materials in any manner.
 3. Not disclose any actual test items to pupils prior to testing.
 4. Not provide answers of any test items to any pupils.
 5. Administer only practice tests which are provided by the test publishers. Previous editions of the test series being used in the statewide testing program may not be used as practice tests.
 6. Strictly observe all timed subtests. The test publisher's suggested time limits for untimed subtests shall be followed as closely as possible in order to maintain uniformity in test administration.
 7. Follow directions for administering the test explicitly. No test item may be repeated unless otherwise indicated in the directions.
 8. Not change a pupil's answer.
 9. Return all test materials to the superintendent or head of district immediately upon completion of testing.
- D. All violations of this rule shall be referred by the superintendent or head of district to the State Superintendent of Public Instruction for appropriate action.

Contact Information

Questions regarding the **administration** of AIMS should be directed to:

Mary Pat Wood
State Test Coordinator
Phone: 602.542.5345
Email: MaryPat.Wood@azed.gov

Questions regarding **materials** and the pickup of materials for AIMS should be directed to:

AIMS Help Customer Service Line at Pearson
Phone: 1.888.705.9421
Email: AIMSHelp@support.pearson.com

Checklist for Packing and Shipping Test Materials

Scorable Test Materials

- ☐ Transfer student responses to standard regular-sized answer document for special circumstances described on page 14.
- ☐ Organize answer documents.
Separate the answer documents by content area: writing, reading, and mathematics. Within each content area, sort by cohort. Within each cohort, group by teacher if desired.
- ☐ For each group, complete both sides of a header sheet following directions on pages 18–20.
- ☐ Place a completed header sheet on top of each stack of answer documents. Bind each stack with one paper band, horizontally or vertically.
- ☐ Complete the School Header Lists.
- ☐ Box scorables—bundled answer documents and School Header List(s). Fill any space in the boxes with crumpled paper or plastic air bubbles. Seal the boxes.
- ☐ Affix a precoded, colored return label on the top of each box of scorable test materials:
AIMS HS = **blue** return label.
- ☐ Number the boxes of scorable test materials.
- ☐ Make sure the boxes are ready for shipping before the scheduled pickup date.

Nonscorable Test Materials

- ☐ Organize all nonscorable test materials by document type.
- ☐ Complete a School Materials Inventory Sheet for each school and complete a District Materials Inventory Sheet.
- ☐ Box all nonscorables by school.
- ☐ Place the corresponding School Materials Inventory Sheet at the top of each school's first nonscorable box.
- ☐ Place the District Materials Inventory Sheet at the top of the box of nonscorable materials that will be marked as the first nonscorable box for the district.
- ☐ Fill any space in the boxes of nonscorable test materials with crumpled paper or plastic air bubbles. Seal the boxes.
- ☐ Affix a precoded **green** nonscorable return label on the top of each box of nonscorable test materials.
- ☐ Number the boxes of nonscorable test materials.
- ☐ Make sure the boxes are ready for shipping before the scheduled pickup date.

Important Dates for Fall 2010 Testing

Events	Dates
Order Fall 2010 test materials; order online at www.PearsonAccess.com	August 23–September 3
Register for a Fall 2010 Pre-Test Workshop; register online at www.azed.gov	August 23–September 3
Data extract from SAIS for Pre-ID labels	September 8
Attend a Fall 2010 Pre-Test Workshop	September 14–23
Superintendent/Charter Representative Test Security Agreement due to ADE	September 30
Test materials and Test Coordinator's Kits delivered to districts	Two delivery windows: October 4–7 October 12–14
Additional orders window	October 14–18 Orders must be received by 5:00 P.M. MST on October 18
Test administration dates	AIMS HS Writing–October 26 AIMS HS Reading–October 27 AIMS HS Mathematics–October 28
CEVA pickup of scorable and nonscorable test materials for return to Pearson	November 1–3
Score reports posted online at www.PearsonAccess.com	December 9
Paper score reports due to districts	December 15
Closing date for corrections to reports	February 11, 2011



Pearson

19500 Bulverde Road

San Antonio, Texas 78259-3701

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